DOCUMENT RESUME

ED 084 754 EC 060 633

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TITLE	Preparing for Work.
INSTITUTION	President's Committee on Employment of the Handicapped, Washington, D.C.
PUB DATE	[73]
NOTE	21p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Adolescents; *Behavioral Objectives; *Checklists; Employment; *Exceptional Child Education; *Mentally Handicapped; *Vocational Education; Work Study Programs

ABSTRACT

The guide for educators, families, and mentally retarded young people offers four behavioral checklists to aid in the preparation of the retarded adolescent for employment. Parents are encouraged to help their children develop behaviors such as correctly dialing the telephone and using local transportation. Evaluated in the academic achievement checklist for the special class teacher are skills such as handling money and writing legibly. The guidance counselor's role is seen to include evaluating behaviors in interpersonal relationships such as accepting one's limitations and understanding the relationship between work and pay. The work-study specialist is said to be the person best able to help the student develop behaviors such as registering for employment and following up on newspaper want ads. (DB)

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PREPARING for WORK

A Guide For...

- Special Class Teachers
- School Guidance Counselors
- Work-Study Specialists
- Families Of Mentally Retarded Young People
- Mentally Retarded Young People Themselves

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THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED

PREPARING
FOR
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A Guide for
Special Class Teachers
School Guidance Counselors
Work-Study Specialists
Families of Mentally Retarded Young People
Mentally Retarded Young People Themselves

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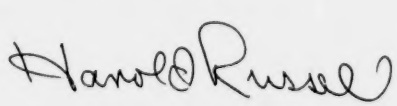
FORWARD

As all of us know who have ever pounded the streets in search of a job, there are no sure-fire pathways to employment. This booklet does not offer sure-fire pathways. It merely tries to make the job search a little easier for those who are mentally retarded. And it encourages teamwork (remembering that the retarded young person is a member of the team), because teamwork can make the search a little easier.

This booklet has been written because of many recommendations as to its need: the Committee on the Mentally Handicapped of the President's Committee; the Vocational Rehabilitation and Employment Committee of the National Association for Retarded Children; and a joint report to the President, "These, Too, Must Be Equal," by President's Committees on Employment of the Handicapped and on Mental Retardation.

Mentally retarded people can work and are working. We all hope this booklet will help swell their ranks.



HAROLD RUSSELL
Chairman

I.
WHO THIS BOOKLET IS FOR

This has been written for all those who take part in preparing mentally retarded young men and women for gainful employment.

They include:

Mentally retarded persons themselves, their families and their friends.

Three key groups of professional workers who play a big part in the early training and direction of retarded young people: special class teachers, school guidance counselors, work-study specialists.

All these people make up a team. If all do their parts, the path to a job ought to be fairly straight and smooth. If not, there may be need for more counseling and guidance or more training or more rehabilitation or more job placement help.

TWO VIEWPOINTS; THIS BOOKLET IS FOR BOTH

During the past decade, two viewpoints have sprung up about when a retarded young person really is ready for work.

One viewpoint is that much of the vocational readiness and job preparation that the retarded receive in school and elsewhere is unrealistic. It doesn't fit today's job scene. Best way to prepare the retarded for work is right on the job.

This viewpoint is held by some rehabilitation counselors, job placement interviewers and employers.

The other viewpoint is that retarded young people should stay in school even longer than they do now, to mature and blossom and to become thoroughly job-ready. School is the best place for them, not factory or office.

This viewpoint is held by some parents, workshop directors and job counselors.

Those with both viewpoints, however, agree on one thing. The earlier in life a retarded student begins preparing for the world of work, the more successful he will be when he enters the labor market.

And yet altogether too many retarded graduates of special education classes start out looking for jobs without having much of an idea how to do it properly. They have skills, they have abilities, they even have some work experience. But sometimes they seem to fall back when they have to compete with others in the scramble for employment.

How This Booklet is Organized

Success in finding a job and in keeping it.

That's the name of the game for mentally retarded young people and for everyone else. We think this booklet can increase the chances for success.

It will attempt to do so by presenting its material in four separate sections, in the sequence in which they naturally flow.

The first section deals with the individual and his family; next, the special class teacher; next, the school guidance counselor; last, the work-study specialist.

Of course, there is (or should be) a daily contact between all four groups. But each has a distinct role that needs to be presented separately.

II.
THE INDIVIDUAL AND HIS FAMILY

This section is mainly for parents and others who are in an excellent position to help establish good work habits and some prevocational skills among retarded young people at an early age.

So much depends on the attitudes and expectations of parents toward their retarded sons and daughters.

A son or daughter just entering the teen years ought to have a beginning range of skills and abilities that are beginning to enhance his or her vocational chances later on.

If these skills and abilities are not yet present it is suggested that families and friends try to work on them.

Ten major factors leading to prevocational potentials are listed below as a check list. Score ten points for each that your son or daughter can do. A score of 100 is perfect; 60 or more is pretty good; under 60 needs working on.

Skills and Abilities Checklist.

	Yes	No
1. Writes name, address and telephone number with either pen or pencil.	___	___
2. Correctly dials the telephone; can call friends and relatives.	___	___
3. Sets alarm clock properly, gets up on time, keeps dates.	___	___

	Yes	No
4. Takes care of own room, including making the bed, setting out clothes for the next day.	___	___
5. Goes to neighborhood stores, purchases either food or personal items, comes back on time with proper items and correct change.	___	___
6. Assists in any or all of these (1 point for each): dishwashing, table setting, table clean-up, lawn care, snow shoveling, garbage disposal, watering plants, feeding pets, replacing light bulbs, answering doorbell.	___	___
7. Can use local transportation (bus, train or even bike) for any of the following (1 point for each): church or synagogue, friends' homes, movies, parks, post office, restaurants, library, museums.	___	___
8. Carries on appropriate conversation with friends; engages in normal family discussions.	___	___
9. Takes care of own person; toilet and grooming needs.	___	___
10. Uses leisure time appropriately; is interested in sports or hobbies or the arts.	___	___

III.
THE SPECIAL CLASS TEACHER

This section is written mainly for teachers of mentally retarded adolescents.

The first section dealt with the contributions of the family in the early establishment of good habits of living. Now we turn to an equal partner, the special teacher.

The teacher should meet the youngster's parents early in the school term. This way, mutual agreed-upon goals can be reinforced with parents and teacher working together. Obviously, subjects taught in school gain reality through family acceptance and family reinforcement.

Reading and writing and arithmetic, the three Rs, more than ever need to be taught with a realistic base which takes into account the fact that the teenager soon will be a worker or a homemaker or an independent citizen.

Teachers should ask themselves, "Where will this young person be three or five years from now?" Undoubtedly, he or she will be entering the job market. So teachers need to prepare their students accordingly.

Ten major teaching areas can lead to sound prevocational choices. They are listed as a second check list. Score 10 points for each item your pupil can accomplish. A score of 100 is perfect; 60 or more is pretty good; under 60 needs improvement.

Academic Achievement Checklist

	Yes	No
1. Handles money for personal shopping; knows what a check is; keeps bank account; budgets properly; uses coin-operated telephone and washer-dryers.	___	___
2. Can use hand-machine tools; uses electric or gas stove; keeps work areas clean; completes projects on time; follows instructions; asks for help when needed; helps others.	___	___
3. Reads newspapers; want ads; uses cook book; handles street directories; uses phone book; knows street and bus signs; recognizes safety signals.	___	___
4. Writes legibly; can write own letter; can fill out job applications; knows social security number; makes bank deposits and withdrawals.	___	___
5. Has good health habits; good eating and sleeping habits; knows how to call if sick; observes safety precautions; has good attendance and punctuality records.	___	___
6. Handles responsibilities such as giving out and collecting school assignments; acts as messenger and monitor; runs small errands; assists in room clean up; handles bulletin board.	___	___

	Yes	No
7. Takes part in school activities such as sports, class newspaper, glee club, band, other clubs.	___	___
8. Can prepare own lunch; knows how to sew on a missing button or mend a small hole, shines shoes; keeps self well-groomed.	___	___
9. Spends leisure time constructively; can engage in social conversations; mixes with peers; observes school rules.	___	___
10. Can travel independently to the following (1 point for each): employment office, rehabilitation office, post office, bank, library, doctor's office, dentist's office, supermarket, barber or beauty shop, movie.	___	___

IV.
THE GUIDANCE COUNSELOR

This section mainly is for guidance counselors, most of whom have psychological backgrounds or experience.

They are in a good position to counsel and guide the teenager through his or her most difficult growing years.

Masculine and feminine roles begin to emerge as teenagers reach physical and emotional maturity. Adult figures they try to emulate are vital to their developing personalities.

Besides providing job information, the guidance counselor has many opportunities to offer the teenager all kinds of support. He can reinforce mature behavior. He can deal with negative behavior hang-ups. Testing of aptitudes, interests or personalities may be indicated.

Whatever, all the activities of the guidance counselor should be dovetailed with the activities of the special class teacher. Also, the activities should be understood and reinforced by parents and friends of the teenager.

In short, counseling and guidance is a "must" for each pupil, particularly during the teen years.

The following checklist touches on the major areas that should be covered by the guidance counselor. Score 10 points for each part the pupil can handle properly. A score of 100 is perfect; 60 or more is pretty good; under 60 needs improving.

Interpersonal Relationships Checkiist

	Yes	No
1. Selective aptitude, achievement, prevocational, interest or personality tests have been provided, leading to an acceptable vocational choice.	___	___
2. The pupil knows he is different; accepts his limitations; is able to either compensate or fully utilize his potentials.	___	___
3. The pupil sees himself as a young adult, able to assume adult responsibilities in a competitive job.	___	___
4. Realistic prevocational goals and objectives have been initiated; the pupil, his teacher and his family agree on the choices made.	___	___
5. Unrealistic job choices, though requested, can be intelligently discussed, with the pupil guided to more realistic job selections and opportunities.	___	___
6. Pupil demonstrates mature response to personal-life questions; indicates sound personality formation; has proper attitude about working and living independently.	___	___
7. Pupil is appropriately dressed; carries himself well; appears in good health;		

	Yes	No
is personally clean and wholesome-looking; does not call undue attention to himself socially.	___	___
8. Counseling and guidance provided the pupil are made use of in a positive way; the result is less dependence on interviews and more independence of decision-making.	___	___
9. Pupil understands the relations between work and pay; can plan his life accordingly, with safeguards to protect his earnings and his job.	___	___
10. Pupil, if necessary, can make use of available social welfare agencies, if in need of post-school help due to loss of job or personal problems.	___	___

V.
THE WORK-STUDY SPECIALIST

This section mainly is for persons on the school staff who have primary responsibility for occupational education programs, on-the-job training, or day-work assignments.

As with other members of the team, the work-study specialist must keep in close touch with the pupil, his family, his special teacher, his guidance counselor. Only in this way can a coordinated program of action come about.

The work-study specialist usually begins his activities during the student's last year or two in school. But there is no reason why he shouldn't be consulted earlier by other members of the team.

In a way, work-study really is the final test of any special education program. Success here means that the school has been successful in preparing its students for the mainstream of life and work.

The work-study specialist has to stay close to the world of work. He has to be alert to latest trends in job market conditions, prevailing wage laws, union requirements, career ladders, suitability of jobs for retarded people, company policies for hiring, policies for reductions in force, everything.

He also has to be familiar with the operations of social, vocational rehabilitation and employment service agencies.

In sum, he has to know where the jobs are, and how to get the right persons into the right jobs.

Ten major areas leading to vocational preparedness and employment readiness are listed in the following check list. Score 10 points for each unit the pupil successfully completes. A score of 100 is perfect; 60 or more is pretty good; under 60 needs improving.

Prevocational Work Adjustment Opportunities Checklist

	Yes	No
1. The pupil takes part in field trips to visit factories, offices, plants; he identifes an area of work of interest to him and for which he is qualified.	___	___
2. The pupil is assigned to a work location for part of the school term; he receives pay for his work.	___	___
3. The pupil follows up on newspaper want ads, calls or writes for job interviews, handles himself satisfactorily on the interviews.	___	___
4. The pupil places his own job wanted ads in the newspapers.	___	___
5. The pupil registers for employment in either a public or private employment agency; he follows up on job leads.	___	___
6. The pupil is assigned to a labor pool in the school, and goes out on day work assignments.	___	___

	Yes	No
7. The pupil, recognizing he needs more specialized training, enters a sheltered workshop to develop better work habits and job skills.	___	___
8. The pupil knows how to use rehabilitation, employment and counseling agencies when he needs to; he keeps his applications current in these agencies.	___	___
9. If he gets a job he cannot handle and has to leave, he learns from his experience so that he is better equipped to find another job which he can perform successfully.	___	___
10. The pupil, placed on the right job, begins to build a savings account and starts talking about living away from home and becoming fully independent.	___	___

VI.
IN REVIEW

This booklet has been written for the following groups of people:

> Mentally retarded young men and women; their families; special teachers; guidance counselors; work-study specialists.

Its ultimate purpose has been to help prepare mentally retarded young people for work.

You will find no DOs and DON'Ts in here. Rather, you have found four different checklists containing forty factors, all considered necessary for job success.

But even checklists are nothing more than guideposts, nothing more than devices for sparking your own thinking and your own actions.

Teamwork, everyone pulling together, everyone aiming for the single goal of successful employment. Everyone together. . .

Good luck, good luck.

VII.
ONE-HUNDRED JOBS

Mentally retarded people are performing hundreds of kinds of jobs in America. The following list only touches the surface. . .

Stock clerk
Dishwasher
Vegetable peeler
Landscape laborer
Elevator operator
Concession attendant
Sewing machine operator
Housemaid
Sales clerk
Mail handler
Farmhand
Assembly worker
Supermarket checkout clerk
Factory worker
Seamstress
Kick press operator
Truck loader
Baker's helper
Playground attendant
Clerk-typist
Egg collector
Freight handler
Mimeograph operator
Mother's helper
Painter's helper
Laboratory helper
Bottle washer
Nurse's aide
Wallpaperer
Apple picker
Upholsterer
Bus boy
Bus girl
Kitchen helper
Unskilled laborer
Candy wrapper
Tile setter
Wrapper
Tree pruner
Messenger, outdoor
Office boy
Office girl
Porter
Packer
Truck helper
Laundry worker
Gas station attendant
Ironer
Saw machine operator
Bootblack
Usher
Animal caretaker
Laborer, crops
Collator
Railroad track worker
Mangle machine operator
Maid, hotel
Car washer

Photocopy machine operator
Housekeeper
Ward attendant
Office cleaner
Mechanic's helper
Brass polisher
Waitress
Food handler
Groundsman
Textile machine worker
Fish cleaner
Bookbinding worker
Bottle filler
Parking lot attendant
Messenger, indoor
Office clerk
Janitor
Sorter
Garbage collector
Carpenter's helper
Mail carrier
Drillpress operator
Ticket taker
Manicurist
Warehouseman
Building maintenance worker
Cannery worker
Mail bag handler
Houseman
Routeman's helper
Gatekeeper
Office machine operator
Bag filler
Bellhop
Shoe repairer
Window washer
Floor polisher
Newspaper deliverer
Dairy hand
Hand trucker
Locker room attendant
Doorman
Stevedore
Watchman

VIII.
OTHER PUBLICATIONS

You may be interested in other publications of the President's Committee on Employment of the Handicapped dealing with employment of mentally retarded people:

Guide to Job Placement of the Mentally Retarded

How To Get a Job

Jobs and Mentally Retarded People

To obtain them, without charge, write to The President's Committee on Employment of the Handicapped, Washington, D.C. 20210.